



ROBERT B. TAYLOR
Chief Probation Officer

COUNTY OF LOS ANGELES PROBATION DEPARTMENT

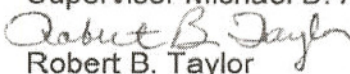
9150 EAST IMPERIAL HIGHWAY — DOWNEY, CALIFORNIA 90242

(562) 940-2501



July 13, 2009

To: Supervisor Don Knabe, Chairman
Supervisor Gloria Molina
Supervisor Mark Ridley-Thomas
Supervisor Zev Yaroslavsky
Supervisor Michael D. Antonovich

From: 
Robert B. Taylor
Chief Probation Officer
Chair, Comprehensive Educational Reform Committee

Dr. Darline P. Robles 
Superintendent, Los Angeles County Office of Education

Subject: **COMPREHENSIVE EDUCATIONAL REFORM IN JUVENILE HALLS
AND CAMPS – 1st QUARTERLY MOU REPORT CARD**

We are pleased to submit this 1st Quarterly Report Card on implementation of the Probation-Los Angeles County Office of Education (LACOE) Memorandum of Understanding (MOU) that was executed on July 14, 2008.

BACKGROUND

On July 14, 2008, Probation and LACOE executed the MOU reflected in Attachment A to implement comprehensive educational reform (CER) in the Los Angeles County juvenile halls and camps. One of the MOU provisions (E15) called for the two agencies to develop and document a process to utilize a quarterly "report card" to measure and report progress in implementing the provisions of the MOU in order to identify areas of strength as well as areas in need of improvement by one or both agencies.

By March 24, 2009, a CER Steering Committee consisting of Probation and LACOE management approved the draft report card. Attachment B contains the first quarter results. Provisions with no grade are awaiting data collection systems or procedures that are being put in place.

PROBATION AND LACOE STRATEGIES FOR MOU IMPLEMENTATION

Areas for Improvement

- **C5 / D3 – Instructional materials and equipment.** LACOE currently provides all the computer hardware and software used in the Juvenile Court School (JCS) classrooms. In negotiating the new MOU, Probation agreed to provide the computer hardware for JCS classrooms in the juvenile halls and camps. Probation needs to establish a multi-year cycle for adding and replacing computers in juvenile hall/camp classrooms.
- **C8 / E10 – Behavioral reports.** LACOE currently prepares a behavioral report any time that a youth is referred out of or suspended from a classroom. Behavioral report information – and the associated process – needs to be integrated with the Behavior Management Programs (BMPs) in the juvenile camps.
- **D2 – Probation camp staffing.** On March 6, 2009, Probation requested additional camp staffing to implement evidence-based practices and to comply with the DOJ–County MOA regarding the juvenile camps. Among other things, the additional staffing would enhance ongoing safety and security of camp youth and staff through (a) the presence of DPOs in the classrooms, (b) implementation of a BMP facility-wide throughout the day (including during school hours) that is consistently applied among the camps, and (c) more opportunities for consistent and appropriate rehabilitative programming for youth. However, no additional funds have been identified for such additional camp staffing due to the current budget situation.
- **D7 – Special needs youth referrals to LACOE.** Probation staff in juvenile halls and camps need to be able to (a) identify learning disabilities and/or other special education needs, (b) help develop Individualized Education Programs (IEPs) for youth with learning disabilities and/or other special education needs, and (c) advocate for youth with IEPs so educational service providers can improve matching special education students with appropriate services while they are in juvenile halls or camps prior to their transition back to the community. Such staff training should be added to the 116 hours of staff training included in the action plan to implement the DOJ – County MOA regarding the juvenile camps.
- **D9 – Probation training of LACOE staff.** Probation has provided LACOE with a syllabus to break down the 40-hour training in Core Correctional Practices (CCP) and Motivational Interviewing (MI) into 2-hour in-service trainings that could be provided to LACOE staff in the juvenile halls and camps on a regular basis. LACOE is developing a plan to begin providing such EBP training to JCS teachers and staff in the juvenile halls and camps in the 2009-2010 school year.
- **D10 – Probation quality assurance (QA) program.** Probation is still relatively early in the process of developing and/or implementing its QA programs to assess EBP implementation and to ensure compliance with the DOJ–County MOA regarding the juvenile camps. QA staff need to continue to work with both

Probation's DOJ monitoring staff and LACOE's Internal Audit & Analysis staff to develop consistent and complementary QA protocols and work programs.

- **E2 – Instructional time.** JCS school attendance is taken each school period. However, not all students have the opportunity to attend class every day due to court appearances, medical and dental appointments, GED testing, etc. Accordingly, the number of hours of academic instruction received by each youth each day in juvenile halls and camps may not always be 300 minutes, and LACOE loses Average Daily Attendance (ADA) revenue if youth are not included in the attendance counts. LACOE estimates that it is losing \$4.2 million annually due to this problem. Accordingly, Probation and LACOE need to collaborate on ways to improve scheduling for off-site appointments that result in missed class time.

Probation is currently reviewing the process for completion of Multidisciplinary Team (MDT) assessments and case planning for youth ordered to camp while youth are detained in juvenile halls. To do so, it is essential that Probation and LACOE collaborate to ensure that any time spent on assessments and in MDT sessions is counted as classroom time for affected youth to avoid any additional loss of ADA revenue to LACOE.

- **E5 / E6 – MDT protocols.** Probation, LACOE, LAUSD, and DMH have just completed piloting an MDT protocol for camp-to-community transition planning at Camp Karl Holton. MDT sessions were videotaped on June 10th, 17th and 24th for training purposes, so the process can be implemented at all juvenile camps involving youth returning to LAUSD (Phase I) followed by the other 5 key school districts (Antelope Valley Unified High School District, Compton USD, Long Beach USD, Pasadena USD, and Pomona USD) that together with LAUSD account for 80% to 90% of probation youth in the juvenile camps (Phase II), and finally the rest of the 5 high school districts and 47 unified school districts in Los Angeles County. The new MDT protocol is being implemented at Camp Ellison Onizuka this month, and is being phased in at the other 16 juvenile camps during the remainder of 2009.
- **E8 – Student homework.** Homework is a key component of student learning. In juvenile halls and camps, homework completion frequently necessitates tutoring in both literacy and course content. Career technical/vocational education (CTE/VE) will likely require team project work inside and outside JCS classrooms. Probation and LACOE need to establish protocols and schedules for making this happen.
- **E13 – On-site meetings.** For the past two years, Probation and LACOE have held monthly meetings of Camp Directors and Principals, which significantly improved communication and collaboration between the two agencies. Several months ago, Probation and LACOE also began using videoconferencing to reduce the staff travel time associated with participating in such meetings. Although the monthly meetings temporarily ceased, they will need to soon resume. Probation and LACOE staff (along with DMH and JCHS staff) meet weekly in the three juvenile halls to discuss Individual Behavior Management Plan (IBMP) cases.

Additional Data Collection for the MOU Report Card

As indicated on the bottom of the MOU report card (Attachment B), grading of several MOU provisions depends on Probation and/or LACOE implementation of new information systems and/or procedures to collect and compile the necessary data. Below is a summary of key steps that are being or will be implemented in the remaining quarters of 2009.

- **C2 – Plan of instruction.** Juvenile halls and camps are using O'Neil pacing plans and substitute plans. Use of pacing plans will be monitored beginning in the 3rd quarter of 2009 (i.e., starting September 1, 2009). Measurement will be based on random samples of classrooms and days during the quarter.
- **C4 / C7 / D9 – LACOE teacher orientation, training, and professional development.** Beginning in the 3rd quarter of 2009 (i.e., the new school year), JCS Administration will begin tracking orientation, training, and professional development of new teachers and applicable staff at the juvenile halls and camps. This includes orientation to the juvenile halls or camps, BMP and EBP training of LACOE teachers and long-term substitutes, and professional development.
- **D8 – Referrals to Student Planning Teams.** LACOE has provided training to Probation (and other agency) staff in the juvenile halls for referral to Student Planning Teams (SPTs). In a typical month, there are a few to no referrals to the SPT at each juvenile hall from Probation or other agencies. Accordingly, LACOE provides periodic refresher training to Probation and other agencies in the juvenile halls on the SPT referral process. Such training has begun recently and will continue.
- **C5 – Instructional materials and equipment.** Performance standards are based on California Education Code Section 60605 (content standards). Accordingly, LACOE measures and reports these data on an annual basis in the third calendar quarter.
- **E9 – Electronic data exchange.** In February 2009, LACOE established a new system for centralized scanning of school records from other school districts. In April 2009, Probation implemented its new Probation Case Management System (PCMS) for juvenile probationers. In September 2009, LACOE will implement its new Student Data (StuData) records management system. Use of the new systems as well as LACOE's Special Education (SPED 1) System will facilitate electronic data exchange of school records, which the two agencies can begin measuring the 1st quarter of 2010.

ACADEMIC ADVISORY COMMITTEE

On April 14, 2009, Probation and LACOE convened a panel of academic experts to (a) review the Probation-LACOE MOU report card on a quarterly basis to refine performance indicators and measurement processes; (b) identify strategic issues to be addressed during implementation of comprehensive educational reform by Probation, LACOE, and other agencies; and (c) recommend outcomes and performance indicators

for use in evaluating the effectiveness and impact of comprehensive educational reform. Attachment C contains a summary of the Academic Advisory Committee members.

The Committee met on July 1st to conduct its initial review and assessment of the 1st Quarterly MOU Report Card and to advise Probation and LACOE on MOU reporting strategies for improvement of educational reform outcomes in the juvenile halls and camps. Probation and LACOE staff and consultants are now revising the MOU report card approach and format to incorporate the suggestions of the Committee, which will be reflected in the 2nd Quarterly Probation-LACOE MOU Report Card to be submitted to your Board in October 2009.

Please contact us if you have any questions or if additional information is necessary, or your staff may contact Jitahadi Imara, Deputy Director, Juvenile Institutions Services, Probation, at (562) 940-2560, or Gerald Riley, Assistant Superintendent for Educational Programs, LACOE, at (562) 803-8301.

RBT:dn

Attachments (3)

- c: Honorable Michael Nash, Presiding Judge, Juvenile Court
- Sachi A. Hamai, Executive Officer, Board of Supervisors
- William T Fujioka, Chief Executive Officer
- Robert Kalunian, Acting County Counsel
- Wendy L. Watanabe, Auditor-Controller
- Angie Papadakis, President, Los Angeles County Board of Education
- Clay Hollopeter, President, Probation Commission
- Margaret Todd, County Librarian
- Dr. Marvin J. Southard, Director, Department of Mental Health
- Dr. Sharon Watson, Executive Director, Children's Council of Los Angeles
- Jose Huizar, Chair, Los Angeles County Education Coordinating Council
- Trish Ploehn, Director, Department of Children and Family Services
- Judy Hammond, Public Information Officer, Chief Executive Office
- Comprehensive Educational Reform Committee
- Children's, Education, and Justice Deputies

**MEMORANDUM OF UNDERSTANDING
BETWEEN
LOS ANGELES COUNTY OFFICE OF EDUCATION (LACOE) and
LOS ANGELES COUNTY PROBATION DEPARTMENT (Probation)
FOR
IMPLEMENTATION OF THE EDUCATION PROGRAM AT
LOS ANGELES COUNTY JUVENILE HALLS AND CAMPS**

This Memorandum of Understanding (MOU) between the Los Angeles County Probation Department and Los Angeles County Office of Education is for the purpose of documenting that the parties agree to work collaboratively to implement the education program at Los Angeles County juvenile halls and camps. The two agencies acknowledge that per Welfare & Institutions Code section 852, the juvenile halls and juvenile camps are under the management and control of the Chief Probation Officer, that the juvenile hall superintendents and juvenile camp directors have charge of their respective facilities pursuant to Welfare & Institutions Code section 853. They also acknowledge that per the Welfare and Institutions Code Section 889 and Education Code Section 48645.2 the County Superintendent and the County Board of Education are responsible for the administration and operation of public schools in any juvenile hall and camp regional youth educational facility.

This MOU is based on a shared vision of an educational system in the juvenile halls and camps that is based on youth and emerging adults receiving comprehensive assessments of their criminogenic, educational, health, and mental health needs and customized case plans, including individual learning plans (ILPs) or Individualized Education Programs (IEPs), for educational and treatment services that are customized to address the needs, strengths and responsivity issues of such youth and emerging adults.

This agreement takes effect upon signature of the parties. The parties will review this agreement annually commencing in July, 2009. It may be amended by the mutual written consent of both parties.

Both agencies acknowledge the importance of initial and refresher training of LACOE and Probation staff in the terms and provisions of this MOU.

A. Funding:

1. The California Department of Education (CDE) provides primary funding for the education program in juvenile halls and camps. Funds are generated through average daily attendance of students enrolled in the schools in the juvenile halls and camps.
2. Probation and LACOE will collaborate to seek adequate funding to cover the costs of implementing the educational program effectively and accountably. Our purpose will be to seek legislation that addresses major fiscal gaps in operating the educational program – with a focus on special education services – and recommendations for minimizing the resultant fiscal deficits.

B. Definitions:

1. **Average daily attendance (ADA):** the total number of actual apportionment * student days of attendance divided by the number of school days taught or a fixed divisor; to calculate annual ADA for JCCS, all of the days of attendance earned by students from July 1 - June 30 is divided by a fixed divisor, 175; the result is the amount of ADA earned for JCCS annually.
2. **Career and technical education (CTE):** curricula that prepare students for careers in health care, construction, automotive engineering and mechanics, manufacturing, public safety and a host of other fields that require skilled workers, but not necessarily a college degree.
3. **Collective bargaining agreements (CBAs):** Meeting and negotiating by the exclusive representative and the public school employer in a good faith effort to reach agreement on matters within the scope of representation resulting in a written document incorporating any agreements reached. The agreement may be for a period of not to exceed three years.
4. **Collaboration:** a structured process whereby LACOE and Probation management and staff work together toward accomplishing common goals and outcomes by sharing knowledge, building common understanding, and developing consensus.
5. **Comprehensive assessment:** a thorough assessment of a youth's criminogenic, educational, health, and mental health needs and responsivity factors to determine the most appropriate Juvenile Court order (home on probation, suitable placement, or juvenile probation camp) and integrated case plan of services.
6. **Criminogenic needs:** (1) anti-social/pro-criminal attitudes, values, beliefs and cognitive-emotional states; (2) pro-criminal associates and isolation from anti-criminal others; (3) temperamental and personality factors conducive to criminal activity; (4) history of antisocial behavior, evident from a young age, in a variety of settings and/ or involving a number and variety of different acts; (5) family factors that include criminality/psychological problems; (6) low levels of personal educational, vocational or financial achievement; and (7) substance abuse.
7. **Emerging adults:** 18 to 25 year olds.
8. **English language learner (ELL):** students who have not developed the skills in reading, writing, listening, and speaking in English needed to participate in the regular school program. ELLs require English language development (ELD) and specially designed academic instruction in English (SDAIE). In addition, EL students whose parents have applied for and been granted a waiver require primary language instruction (L1). These three services (ELD, SDAIE, and L1) must be provided by teachers authorized for such instruction until these students are reclassified as English proficient.
9. **Graffiti abatement and removal:** a regular maintenance program that deals with ongoing daily or weekly inspection and maintenance of sites related to the presence of and removal of graffiti. Although the content of the graffiti may definitely constitute an emergency for removal, the process is usually set up as a routine maintenance program.

10. **Independent Learning Plan (ILP):** a plan that documents the critical data and course plan for each individual student. The form should capture the students' valuable information in an easy to read one-page format. The ILP is also critical for building student morale and goal setting.
11. **Individualized Education Program (IEP):** each public school child who receives special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.
12. **Integrated case plan:** a single case plan that provides strategies, referrals, and priorities for addressing criminogenic, educational, health, and mental health needs and responsivity factors identified in a comprehensive assessment.
13. **Interest-based approach:** an approach to communication, negotiation, and problem solving is a non-adversarial means of achieving decisions. It includes principles and concepts that focus on issues not personalities, decision making based on objective reasoning rather than power or coercion, and accepting motives and interests as givens rather than evaluating those interests as right or wrong.
14. **Juvenile Court Health Services (JCHS):** a division of the Los Angeles County Department of Health Services that provides health services in the juvenile halls and camps.
15. **Los Angeles Risk and Resiliency Check-up (LARRC):** a validated tool used to assess juvenile risks and protective factors in 6 domains: delinquency, education, family, peers, substance use, and individual temperament.
16. **Memorandum of understanding (MOU):** this agreement between the Los Angeles County Office of Education and the Los Angeles County probation Department that governs the provision of educational services in the County's 3 juvenile halls, 18 juvenile camps, and the Dorothy Kirby Center.
17. **Multidisciplinary team (MDT):** a team of professionals including, but not limited to probation officers; LACOE teachers, school psychologists and/or principals;
18. **Specific learning disability (SLD):** a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Section 602(30) of IDEA 2004.
19. **Special education:** specially designed instruction to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other-settings As well as instruction in physical education. Section 602(29) of IDEA 2004.

20. **Special needs:** guidelines for classifying a child as special needs vary by State; common special needs conditions and diagnoses include serious medical conditions, emotional and behavioral disorders, history of abuse or neglect, medical or genetic risk due to familial mental illness, or parental substance abuse.
21. **Transition plan:** an updated version of an integrated case plan that reflects (a) education and treatment received in juvenile camp, (b) ILP or IEP for educational services to be received after release from camp, and (c) additional treatment and services needed in the community and referrals to such services.
22. **Vocational education (VE):** curricula that prepare students for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

C. LACOE will:

1. Provide instruction by credentialed teachers based on the California Standards for the Teaching Profession and, which includes lesson planning that reflects the California Content Standards.
2. Ensure that substitute teachers have appropriate materials and instructions to conduct class in the absence of the regularly assigned teacher.
3. Ensure that there is adequate staffing to meet the educational needs of students in attendance, including an adequate number of teachers and support staff in accordance with the collective bargaining agreements.
4. Provide state-of-the-art professional development to LACOE staff related to curriculum and instruction, including thematic, collaborative, project-based learning approaches and methods.
5. Provide instructional materials, computer software, and audio-visual equipment required for the instructional program. Ensure that the LACOE policies regarding instructional materials, including instructional films, are followed.
6. Identify youth with special needs, such as special education, 504 Plans, and English Language Development, and provide appropriate services to such youth.
7. Provide orientation and training to new LACOE employees at the juvenile halls and camps including, but not limited to, their educational, classroom management, and record keeping responsibilities
8. Ensure that for all youth referred out of the classroom, a written incident report is submitted to the Juvenile Hall Superintendent or Camp Director (or his/her designee) by the end of the school day.
9. Monitor and use appropriate measures in the classroom to prevent graffiti and promptly notify Probation staff when graffiti abatement and removal, or other cleaning and facility maintenance, is needed.
10. Continue quality assurance programs for LACOE and the Probation Department to assess the quality and effectiveness of services provided by educational staff.

D. PROBATION will:

1. Maintain safety and security at school sites, with reasonable advance notice to LACOE of any changes in safety and security; Probation staff will have a plan in place to monitor and address on-going graffiti problems and implement graffiti abatement processes.
2. Ensure that there is adequate staffing to meet the supervision and treatment needs of youth in camp, in accordance with standards established by the California Correctional Standards Authority (CSA), in general, and by the Department for high-risk, high-needs youth, in particular.
3. Provide appropriate classroom space with computer equipment and wireless Internet service to support delivery of educational services.
4. Ensure adequate cleaning, maintenance (including graffiti abatement and removal), and repairs of classrooms and other educational space, for delivery of educational services.
5. Provide LACOE with a list of students to attend school and ensure that all students are at school for 300 minutes of daily instruction, unless excused for reasons delineated in appendix "----" or its successor documents.
6. Facilitate the development and implementation of Individual Behavior Management Plans (IBMPs) for youth detained in juvenile halls.
7. If the information is available, notify LACOE of youth with identified special education and/or limited English needs.
8. Refer youth to the LACOE Student Planning Team, when appropriate.
9. Provide orientation and/or training, with LACOE, to school staff regarding Probation's roles and responsibilities in the juvenile halls and camps.
10. Develop and implement ongoing quality assurance programs for the Department to assess the quality and effectiveness of services provided by Probation staff and contractors.

E. LACOE and Probation will:

1. Collaborate to ensure the safety and security of youth, staff, and outside service providers in the halls and camps.
2. Provide 300 minutes of daily instruction for all youth enrolled in the juvenile halls and camps.
3. Collaborate to minimize youth transfers between facilities in order to facilitate maximizing of appropriate educational services for all youth.
4. Collaborate in encouraging and motivating parents and legal guardians to attend required IEP meetings and other mandated education-related meetings as well as initial and transition case planning meetings.
5. Collaborate to ensure that an integrated case plan is generated for all youth in the juvenile camps. The integrated case plan, resulting from a multidisciplinary assessment that addresses each youth's criminogenic, educational, health, and

mental health needs, will include an Individual Learning Plan (ILP) or Individualized Education Program (IEP) for each youth.

6. Collaborate in developing a comprehensive transition plan for youth returning from juvenile camps to the community; identify continuing criminogenic, educational, health, mental health, and other services that will be required in aftercare.
7. Ensure that Individual Educational Programs (IEP) are conducted or completed by federal and state timelines and that Individual Learning Plans (ILP) meet timelines established by LACOE-Probation agreement. In all cases, federal and State timelines will supersede those set locally.
8. Collaborate on a process in which LACOE assigns homework to students and Probation ensures that homework is completed in a timely manner. Develop and implement a site-specific plan regarding when and how youth complete homework assignments.
9. Collaborate on an electronic student data exchange system that can be used to share specified information between the two agencies and with other school districts, to the extent permissible by law.
10. Collaborate on training and implementation of the Behavioral Management Program.
11. Collaborate on ways to maximize student time in the instructional program (including reduction of out-of-class referrals and suspensions) through the use of interest-based approaches and other strategies.
12. Collaborate with other agencies in administrative reviews and/or investigations in which the agencies are interested parties.
13. Have on-site managers and staff participate in regularly scheduled, on-site meetings to (a) identify and implement ways to deliver the instructional program in a comprehensive, coordinated and collaborative manner and (b) make more effective use of the school day, as well as after school and weekend hours that are consistent with the respective Collective Bargaining Agreements.
14. Acknowledge that each party is bound by applicable laws, regulations, its agency's collective bargaining agreements, and other official documents duly adopted by the respective parties.
15. Develop and document a process to utilize a "report card" to measure and report progress in implementing the provisions of the MOU on a quarterly basis. Both agencies acknowledge that the sole purpose of such measurement and reporting is to identify areas of strength as well as areas in need of improvement by one or both agencies.

F. Dispute Resolution

1. If a dispute arises between Probation and LACOE under this MOU, LACOE's site administrator and Probation's Juvenile Hall Superintendent or Camp Director, as applicable, shall meet and confer within three (3) business days after a written request is produced by either party. Within five (5) business days of receipt of

the written request, the parties will resolve the dispute and document either the resolution or reasons that a resolution could not be reached.

2. If within five (5) business days following their initial conference, the above representatives cannot resolve the dispute, the matter will be submitted to the LACOE Division Director and the appropriate Probation Bureau Chief, who will promptly confer to resolve the dispute, or document the reason(s) that a resolution could not be reached in a timely manner.
3. If within five (5) business days following their initial conference, the above representatives cannot resolve the dispute, the Matter will be submitted to the LACOE Assistant Superintendent of Educational Programs and the Deputy Director of Juvenile Institutions, who will promptly confer to resolve the dispute, or document the reason(s) that a resolution could not be reached in a timely manner.
4. The timelines above may be extended by mutual agreement of the parties. However, the total elapsed time of the first four steps shall not exceed 20 business days.
5. If the dispute cannot be resolved at this level within five (5) business days, it will be forwarded to the Superintendent of Schools and the Chief Probation Officer for resolution.
6. Both parties may mutually agree to skip a step(s) in the dispute resolution process if they agree that the dispute must be resolved at a higher level of management.

G. AGREEMENT

IN WITNESS WHEREOF, the parties hereto have caused their duly authorized representatives to execute this Memorandum of Understanding the day, month, and year below written.

Darline P. Robles
Darline P. Robles, Ph.D.
Superintendent
Los Angeles County Office of Education

Robert B. Taylor
Robert B. Taylor
Chief Probation Officer
Los Angeles County Probation
Department

July 14, 2008
DATE

7-14-08
DATE

ATTACHMENT B

1st QUARTERLY PROBATION - LACOE MOU REPORT CARD

No.	MOU Provision	Responsibility	Grade
C1	Provide plan of instruction by appropriately credentialed teachers	LACOE	E
C2	Provide plan of instruction for all classes in juvenile halls/camps and DKC	LACOE	
C3	Ensure adequate number of educational staff	LACOE	E
C4	Provide professional development to LACOE teachers, administrators, and service providers	LACOE	
C5	Provide instructional materials and equipment	LACOE	
C6a	Identify youth with special needs	LACOE	T
C6b	Serve youth with special needs	LACOE	M
C7	Provide orientation and/or training to new LACOE employees as well as regular and long-term substitute teachers within 1 month of their start dates	LACOE	
C8	Refer youth to LACOE Student Planning Teams (SPTs)	LACOE	
C9	Monitor/report cleanliness/presence of graffiti in classrooms (halls only, for now)	LACOE	M
C10	Continue quality assurance programs	LACOE	T
D1	Maintain safety and security at all school sites	Probation	M
D2	Ensure that budgeted juvenile hall/camp staff items are filled	Probation	M
D3	Provide appropriate space/equipment for educational delivery	Probation	
D4	Provide cleaning and maintenance of educational space	Probation	
D5	Provide youth for daily instruction	Probation	M
D6	Develop/implement Individual Behavior Management Plans (IBMPs)	Probation	E
D7	Refer youth with special needs to LACOE	Probation	T
D8	Refer youth to LACOE Student Planning Team (SPT)	Probation	
D9	Provide training to LACOE staff in juvenile halls/camps and DKC	Probation	
D10	Develop and implement quality assurance programs	Probation	
E1	Ensure safety and security of juvenile halls and camps	Shared	
E2	Provide youth with 300 minutes of school day instruction	Shared	
E3	Minimize youth transfers between juvenile facilities	Shared	
E4	Encourage parents/legal guardians to participate in IEP meetings	Shared	
E5	Develop integrated case plans to address comprehensive needs	Shared	
E6	Develop comprehensive transition plans for youth returning to the community	Shared	
E7	Ensure IEPs are completed within required timelines	Shared	E
E8	Collaborate on assignment and completion of homework (juvenile halls only)	Shared	M
E9	Support electronic data exchange (EDE) of school records	Shared	
E10	Collaborate on Behavior Management Program training and implementation	Shared	
E11	Maximize student participation in the instructional program	Shared	M
E12	Collaborate in administrative reviews and investigations	Shared	
E13	Participate in regularly scheduled on-site meetings	Shared	M
F1	Resolve disputes at the lowest possible (site) level within 3 business days	Shared	
F2	Resolve disputes at LACOE Division Director and Probation Bureau Chief level within 5 business days	Shared	
F3	Resolve disputes at LACOE Assistant Superintendent and Probation Deputy Director level within 5 business days	Shared	
F4	Resolve disputes at LACOE Superintendent and Chief Probation Officer level	Shared	

Grades: E = Exceeds Expectations M = Meets Expectations N = Does Not Meet Expectations T = Trend data only
MOU provisions not yet graded are awaiting data from new information systems and/or procedures being implemented in 2009.

ACADEMIC ADVISORY COMMITTEE

Charter: Establish a panel of academic experts to (a) review the Probation – LACOE MOU report card on a quarterly basis; (b) identify strategic issues to be addressed during implementation of comprehensive educational reform by Probation, LACOE, and other agencies; and (c) recommend outcomes and performance indicators for use in evaluating the effectiveness and impact of comprehensive educational reform.

Panel:

- **Jacquelyn McCroskey** (Chair) is the John Milner Professor of Child Welfare at the University of Southern California (USC) School of Social Work. She is an active advocate for children and families in Los Angeles County, advising policy makers, administrators and philanthropists on using data to improve program planning and track results. She was one of the founders of the Children's Planning Council. She is a commissioner of the First 5 LA Commission. She also serves on the County's Child Care Policy Roundtable. She has led all of these entities using data to inform planning, analyze the distribution of resources and assess the impact on the lives of children and families.
- **Todd Franke** is an Associate Professor at University of California at Los Angeles (UCLA) Department of Social Welfare, is the Associate Director of the UCLA Center for Healthier Children, Families and Communities, and is on the faculty of the Institute for Democracy, Education and Access (IDEA) in the Graduate School of Educational and Information Studies. His major areas of interest include quantitative methods and evaluation, the integration of health and social services in schools, and violence in the lives of children and adolescents. His specific areas of interest include the theory and applications of utilization-focused evaluations, the policy implications of school restructuring to integrate health and social services, and the association between family characteristics and violence in childhood and adolescence.
- **Sandra Graham** is a Professor in Psychological Studies in Education at the UCLA Graduate School of Education and Information Studies. She is currently the Principal Investigator on grants from the National Science Foundation, and the W. T. Grant Foundation. She also is the recipient of an Independent Scientist Award, funded by the National Institute of Mental Health. She is an Associate Editor of Developmental Psychology, a member of the National Research Council Panel on Adolescent Health, and a member of the MacArthur Foundation Network on Adolescent Development and Juvenile Justice.
- **Denise Herz** is a Professor at the California State University - Los Angeles (CSULA) in the School of Criminal Justice and Criminalistics. She has worked with Los Angeles Superior Court, the Los Angeles County Department of Children and Family Services, and the Los Angeles County Probation Department since 2004 to document the characteristics and needs of crossover youth (i.e., dependent youth who "crossover" into delinquency) and to evaluate the court's current implementation of a multidisciplinary team pilot program for handling crossover youth. In 2008, she co-authored "Building Multisystem Approaches for Crossover Youth" at the request of Georgetown University's Center for Juvenile Justice Reform, Casey Family Programs. In addition to working with the Court on crossover youth issues, she also completed four community needs assessment reports for the Mayor's Gang Reduction and Youth Development Office as part of the implementation of a new, citywide comprehensive gang reduction strategy.

- **Jorja Leap** is an Adjunct Associate Professor in the UCLA Department of Social Welfare. She also teaches in the UCLA Graduate School of Education and Information Science. She is working with DCFS, DMH, LAUSD, the Los Angeles Mayor's Criminal Justice Office, and the Los Angeles Police Department. She is a recognized expert in crisis intervention and trauma response. She is part of a team selected by the Los Angeles City Council Ad Hoc Committee on Gangs to recommend policy and program changes in gang prevention and intervention. She is completing an evaluation of the Community in Schools Gang Intervention Project in conjunction with LA Bridges.
- **Dorian Traube** is an Assistant Professor at the USC School of Social Work. Her research focuses on mental health disparities of at-risk youth in urban communities. She is the recipient of the NIDA AIDS Science Track Award for Research Transition (A-START) entitled "Drugs, sexual impulsivity, HIV: Psychosocial and cognitive risk factors of YMSM." She has worked as a research fellow at the Columbia University Mailman School of Public Health, a clinical social worker at New York Presbyterian Hospital, and a research analyst at the Mt. Sinai School of Medicine, Division of Health Services Research. She currently sits on Los Angeles Unified School District (LAUSD) HIV/AIDS Program Review Panel and Children's Hospital Community Health Outcomes and Intervention Research Program Advisory Board.
- **Priscilla (Penny) Wohlstetter** is the Director of USC's Center on Educational Governance at the Rossier School of Education. She has written extensively on charter schools in California, nationally, and internationally. She is working with the charter school community to develop an information service for charter schools that will offer multiple measures of school performance, along with strategies for school improvement.
- **Andrea Zetlin** is a Professor in the Division of Special Education at CSULA. She is the Director of the C. Lamar Mayer Learning Center and the Coordinator of the Multicultural/Multilingual Special Education Masters Program. She has directed numerous grants related to the education of high risk populations of students and special education teacher preparation. She is currently Project Director of a grant from the California Commission on Teacher Credentialing to prepare Special Education interns. Her main interests include developing strategies which address barriers to student learning, developing school/university partnerships, and creating programs which address the needs of high risk urban students and exceptional students from culturally and linguistically diverse backgrounds.